**Lesson Plan Format (Presenting)**

**Teacher Candidate \_\_Melissa Neu\_\_\_ Grade Level\_\_2nd\_\_\_\_ Date of lesson\_\_\_11/29/11\_\_\_\_**

**Duration of 4 days**

**Content Standards:** State the unit goal and identify one or two primary local, state **or** national curricular standards to which your lesson aligns. What key knowledge and skills will students be able to demonstrate as a result of your instruction?

**DODEAS.S. STANDARDS 5SS4.c:** Describe the significance of religious influences on the earliest colonies and the growth of religious toleration and free exercise of religion.

**5E1b.1:** Use the features of informational texts, such as formats, graphics, diagrams,

illustrations, charts, maps, and organization to find information and support

understanding.

**5E2b.5:** Compose grade-level-appropriate writings for different purposes (*such as*

*information, persuasion, or description*) and to a specific audience or person,

adjusting tone and style as necessary.

As a result of this lesson, students will be able to support their understanding of the patterns in religion of the early colonies by creating informational formats (graphics, diagrams, illustrations, charts, etc.) and presenting them to the class.

**Learner Background:** Describe the students’ prior knowledge or skill related to the learning objective(s) and the content of this lesson. How did the students’ previous performance in this content area or skill impact your planning for this lesson?

Students are aware of how to give a proper presentation. They have had a few project presentations before, and should therefore be well aware of what constitutes as a ‘good’ presentation, and what constitutes as a ‘bad’ one. Hence, a mini lesson is not required, and a light review should do.

Students will need to be taught how to write persuasively (for the advertisement choice) and how to write descriptively (for skit choice). Mini lessons will be given.

**Student Learning Objective(s):** Identify specific and measurable learning objectives for this lesson.

As a result of this lesson:

-Students will interpret their cluster webs (from the day before) to create presentable information formats (through a choice of a skit or advertisement).

-Students will be able to effectively write persuasively and descriptively.

**Assessment:** How will you ask students to demonstrate mastery of the student learning objective(s)? Attach a copy of any assessment materials you will use, along with assessment criteria.

Students will turn in two pieces for grading –the writing piece and the presentation.

Students will be graded from a rubric we develop in class. Attached to the end of this lesson plan is a listed criterion that may be used in the rubric we create as a class.

**Materials/Resources:** List the materials you will use in each learning activity including any technological resources.

Poster boards

Computer

Paper

Writing/coloring utensils

Colored paper

Scissors/ glue

Long construction paper (to make skit costumes)

What makes a good persuasive/descriptive essay worksheet. (<http://www.middleweb.com/ReadWrkshp/RWdownld/PWchecklist.pdf>)

(<http://www2.hpcdsb.edu.on.ca/~credit_cards/Language/ccc%20-%20Descriptive%20Writing%20Checklist.pdf> )

**Teaching Model/Strategy**

Accurately names model/strategy; Explains **WHY** this model/strategy is chosen for these learners; Explains **how** model/strategy lends itself to learning this content, these skills and/or dispositions.

**Indirect Instruction-** The role of the teacher shifts from lecturer/director to that of facilitator, supporter, and resource person.

I chose the indirect instruction approach because I wanted students to explore on their own with little teacher involvement. By the time students finished their writing pieces, they should have understood how to effectively write a descriptive/persuasive piece.

**Learning Activities:**

**Initiation:** Briefly describe how you will initiate the lesson. (Set expectations for learning; articulates to learners: what they will be doing and learning in this lesson, how they will demonstrate learning and why this is important)

I will initiate the lesson with 2 different pictures -1 advertisement and 1 skit picture.





While having students look at these picture, I will ask students,

“What makes a good descriptive writing piece?”

“What makes a good persuasive piece?”

I will write the answers on the board.

**Lesson Development:** Describe how you will develop the lesson, what you will do to model or guide practice, what learning activities students will be engaged in order to gain the key knowledge and skills identified in the student learning objective(s). Identify the instructional grouping (whole class, small groups, pairs, individuals) you will use in each phase of instruction.

It is here that I will conduct a mini lesson on how to write a descriptive writing piece and a persuasive writing piece.

I will pass out the two different handouts to the students (the des. Handout and the persuasive Handout)

for the students to look over, while we discuss both writing styles.

While reading the handouts, I will ask for what constitutes for a good descriptive piece. I will then write on the board student suggestions, creating a descriptive piece chart. Then we will attempt to write out a short descriptive piece together, skit wise. (Students will also have the handouts to refer back to)

We will do the same thing for the persuasive piece –together on the board we will make a chart of what constitutes as a good persuasive piece. Then we will attempt to write a short persuasive piece together. (Again, students will have a model handout to look back to)

The first half of the first day will be spent on developing a rubric for both the writing piece and on the presentation.

During the next day and a half, students will be writing their presentation pieces (skits or advertisement). I will meet each group at least once a day to review and help guide them in their writing process. Students will also be given their descriptive and persuasive checklists that makes sure that students cover the important aspects of that writing piece.

After groups are done with their writing pieces, they will be given the last day to practice and prepare their presentations. Students will be provided with all necessary materials needed to finish their skits and advertisements. During this time, I will be available for assistance and for student support.

Day four:  
 This whole day is dedicated to presentations. Groups will be given about 5-10 minutes each (should be listed in the rubric) to present their different pieces. During this time, I will be observing and assessing students as they present.

**Closure:** Briefly describe how you will close the lesson and help students understand the purpose of the lesson. (Interact with learners to elicit evidence of student understanding of purpose(s) for learning and mastery of objectives)

After groups present, as a class we will compare their colonies and identify the similarities and differences of how the patterns of religion affected their colonies. Then we will discuss how beliefs and religion have an effect in our society.  
I will close with asking questions:

* What patterns do you see among the religious values held in common throughout the various religions?
* Despite differing religions, what patterns do you see in the establishment of communities and the impact on religion in those communities?
* Various groups of people have had to migrate as a result of their religious beliefs, what patterns do you notice as a result of those movements?

Students will be able to answer the questions by referring back to their presentations and from observing others.

**Individuals Needing Differentiated Instruction:** Describe 1 to 3 students with identified instructional needs. (These students may be special or general education students and need not be the same students for each lesson. Students may represent a range of ability and/or achievement levels.)

|  |  |  |
| --- | --- | --- |
| Student Name | 1. What is the student’s identified instructional need? 2. What evidence do you have that this is an instructional need? | Describe strategy for differentiating instruction **in this lesson** to meet this need. |
| Will | 1. ADHD 2. IEP | Because will is such an extroverted person, during presentations, he will be able to voice his ideas and thought, therefore letting him stay on task. |
| Jazz | 1. ESL 2. Jazz has recently moved to the United States from Germany. The dominant language in his household is German. | During writing, Jazz could offer a lot of input through suggestions and ideas. |

**Reflection on Practice:**

**Student Achievement:**

Specifically analyzes student learning ***for each SLO***. *What differences do you notice in the performance of individual students?* Note needs or opportunities for reteaching or enrichment for specific learners.

**Teacher Efficacy:** (Evaluation and Assessment of *one’s own teaching*): Examines/explains impact of personal teaching practice by responding to following:

1) What worked well and why?

2) What did not work well and why?

3) What actions will be taken now which are: a*) immediate* **and** b) *long range*?

4) Briefly describes ONE *reasonable* ***alternative approach*** that could be used to achieve these same SLOs?

